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ABSTRACT

This report contains replies to questionnaires sent to State legislatures, legislative service agencies, State school boards associations, and State offices of the NEA and the AFT asking for information on legislation and achievements in education. Information from the replies is supplemented by data acquired from reviews of newsletters, bulletins, special reports, and legislative summaries. Appendixes contain the addresses of State departments of education and of legislative reference bureaus, along with the addresses of the national offices of the National School Boards Association, the NEA, and the AFT. (JF)

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LEGISLATION AND ACHIEVEMENTS:

ACCOUNTABILITY, ASSESSMENT AND TESTING

Prepared by Doris M. Ross
Department of Research and Information Services

Russell B. Vlaanderen, Director

Research Brief No. 8

Denver, Colorado

June 1973

Additional copies of this report may be obtained for $1.25 from the Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203, (303) 893-5200

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State Abbreviations ..... Inside Back Cover

INTRODUCTION

Research Brief No. 8, devoted to legislation and achievements related to accountability, assessment and testing, is the fourth of a series of short reports on specific subject areas in education for 1972. This series is designed to replace the "big book" format used in previous years, and it is hoped that these smaller booklets will be easier to use and that they will provide the reader with a more definitive approach to his search for information.

In October 1972, questionnaires asking for information on legislation and achievements in education were sent to all state departments of education, legislative service agencies, state school boards associations and state offices of the National Education Association and the American Federation of Teachers. In most states (15 states either failed to reply or did not submit information on accountability, assessment and testing; 15 states do not hold regular legislative sessions in "even" years), one or more of the organizations sent a reply. The compilation in this book is based on those replies with supplementation and expansion from information collected by ECS in an on-going effort to keep abreast of state education activity.

This report is in no way exhaustive or comparative of individual state activities involving accountability, assessment and testing; it merely presents a picture of the state scenes as reported by those organizations queried and as seen by an ECS staff review of newsletters, bulletins, special reports and legislative summaries on file.

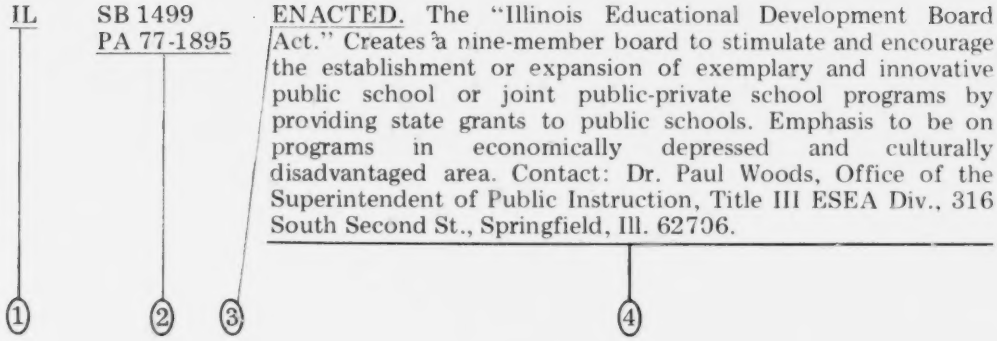
As you go through this book, you will note that the states are identified by the official two-letter postal abbreviations listed on the inside back cover. Under each category, reporting states are listed alphabetically. Legislative citations or identifying words are used after each state abbreviation; statute citations (if reported) are listed as well.

Each description of legislation begins with a capitalized word (ENACTED, FAILED, etc.) which indicates the status of the legislation as of May 1973. Other activity descriptions include the name and address (when available) of a person to contact for additional information. We have listed addresses of state departments of education and legislative reference bureaus in the back of the book, along with addresses of the national offices of the National School Boards Association (NSBA), the NEA and the AFT.

For further information on the legislation listed in this brief, please write the appropriate state legislative service agency or the state department of education listed in the back of this book.

HOW TO READ ITEMS IN THIS REPORT

Sample


IL
SB 1499
PA 77-1895
ENACTED. The "Illinois Educational Development Board Act." Creates a nine-member board to stimulate and encourage the establishment or expansion of exemplary and innovative public school or joint public-private school programs by providing state grants to public schools. Emphasis to be on programs in economically depressed and culturally disadvantaged area. Contact: Dr. Paul Woods, Office of the Superintendent of Public Instruction, Title III ESEA Div., 316 South Second St., Springfield, Ill. 62706.
1
2
3
4

1. State abbreviation—"Illinois"—see inside back cover.

2. Bill number and/or statute citation. Commonly used abbreviations are listed below. Special abbreviations are explained in item description (4).

H	— House	HR	— House Resolution
S	— Senate	SR	— Senate Resolution
A	— Assembly	AR	— Assembly Resolution
HB	— House Bill	HJR, SJR, AJR	— House, Senate or Assembly Joint Resolution
SB	— Senate Bill		
AB	— Assembly Bill		
LB	— Legislative Bill	HCR, SCR, ACR	— House, Senate or Assembly Concurrent Resolution
ACT	— Act		
PA	— Public Act		
PL	— Public Law		
Ch	— Chapter		

3. Status of legislation in May 1973. Terms include: ADOPTED (for resolutions), ENACTED (for bills), FAILED, VETOED, WITHDRAWN and CARRYOVER TO 1973 (bill remains under legislative consideration during 1973 session without reintroduction or change in number).

4. Description of item.

AL	COMMISSION	Alabama Education Study Commission is dealing with statewide educational goals and assessment of programs.
AK	HCSSB 430 Ch 188	ENACTED. (House Committee Substitute). Provides for a comprehensive system for state program budgeting and financial management. 1970.*
AK	PROJECT	State department of education is developing a statewide student assessment strategy and procedures. There are field tests in two locations. Title V-A support.
AK	PROJECT	Statewide needs assessment under ESEA Title III which will yield prioritized needs by region for use in federal programs. Contact: Ken Grieser, Coordinator, Federal and Special State Programs, Division of Administrative Services, State Department of Education, or Ron Bedard, Educational Administrator, Title III ESEA, State Department of Education.
AZ	HB 2102 Ch 2	ENACTED. Appropriated $175,000 to the State Department of Education for developing, in collaboration with the Auditor General, a system of cost accounting for the state's public schools. This measure contained an emergency clause which makes the provision of the act effective upon approval by the governor.
AZ	SB 1070	FAILED. Would have established an education task force, consisting of legislators and private citizens—representative of various interest and ethnic groups—to review the state's educational system and to submit recommendations for improvement.
AZ	SB 1143 HB 2138	FAILED. Would have required that all 3rd, 7th and 10th grade students be administered a reading achievement examination during the last week of January each year.
AZ	SB 1294 Ch 168	ENACTED. Authorizes the eventual establishment of a uniform guideline procedure for continuous measurement of pupil achievements in relation to performance objectives in basic subjects, to secure for each pupil a documented level of learning expectancy and to develop learning modification procedures to assist pupils to attain such levels.
AZ	COMMITTEE	Educational Program Evaluation—Subcommittee of the Task Force on Education. Elementary and secondary levels. State support. Contact: Senator Douglas Holsclaw, Chairman of Subcommittee, Arizona State Capitol, House Wing, Phoenix, Ariz. 85007.

**Not previously reported.*

AZ	COMMITTEE	Basic Education Subcommittee of the Task Force on Education. Elementary level. State support. Contact: Representative Gladys Gardner, Chairman of Subcommittee, Arizona State Capitol, House Wing, Phoenix, Ariz. 85007.
AZ	COMMITTEE	Planned Program Budgeting System Subcommittee of the Task Force on Education. Elementary and secondary levels. State support. Contact: Representative Stan Akers, Chairman of Subcommittee, Arizona State Capitol, House Wing, Phoenix, Ariz. 85007.
CA	AB 483	VETOED. Would have prohibited school districts from administering to pupils group-standardized tests or any other tests which attempt to measure the pupil's scholastic aptitude. Exempted from such prohibition the administration of such tests on an individual basis for the purpose of placement in special education classes.
CA	AB 665 Ch 930	ENACTED. Revised the existing state testing program in grades 1-3, 6 and 12, pursuant to the major recommendations of the advisory committee on the statewide testing program, which was established by Assemblyman L. Greene. The recommendations delete IQ testing from the statewide testing program. They require development of a "learning readiness" test to be administered to all pupils early in the first grade, which will substitute for the current reading test administered to pupils at the end of grade one. They require development and implementation of a new testing procedure, whereby all pupils currently tested will be tested annually, but provide that pupils may be administered a partial test rather than a complete test, thereby enabling the number of test items to be increased, resulting in more comprehensive information. The state department of education is required to perform a more comprehensive analysis of test data.
CA	SB 987 Ch 961	ENACTED. Prohibits school districts from administering IQ tests to pupils from non-English speaking countries until the pupil has resided in the country for two years.
DE	HB 358	FAILED. Pupil achievement tests.
DE	NOTE:	An analysis of Delaware's method of financing public education was begun when the state board of education appointed 22 educators and laymen to a committee charged to recommend basic change in law to assure equality of educational opportunity throughout the state, regardless of local resources of districts. Delaware is being examined also by the National Educational Finance Project in eight major areas. Grades K-12. Federal and state support. Contact: John J. Ryan, State Department of Education.

DE	NOTE:	The state board of education adopted a list of 12 educational needs of the state for use as a guide to ESEA Title III program development and as part of the accountability system; priorities are language arts, pupils' self concept, basic curriculum, individualized instruction and career education. Grades K-12. Federal and state support. Contact: Howard E. Row, State Department of Education.
DE	NOTE:	The state board adopted goals for the 1970s and 1980s for the public schools, covering 9 major areas and 59 sub-areas. Grades K-12. Federal and state support. Contact: Howard E. Row, State Department of Education.
DE	NOTE:	Statewide tests were held in April covering all students in grades one, four and eight. This is a major early step in the Delaware educational accountability system. Grades K-12. Federal and state support. Contact: Howard E. Row, State Department of Education.
FL	SB 183	FAILED. Would have required nationally standardized reading achievement test be adopted by board of education and given annually to all third and fifth grade students in last week of October, with similar uniform tests optional for higher grades. Test results by student were to be reported to department of education which was to assess effectiveness of reading programs, with appropriation of $150,000.
FL	CSSB 1035	FAILED. (Committee Substitute). Would have required state department of education division of community colleges to study and explore use of incentives in allocation of state education funds to encourage accountability, with appropriation of $75,000.
FL	NOTE:	Governor's Citizens Committee on Education. Contact: Dr. William Maloy, Office of the Governor, The Capitol, Tallahassee, Fla. 32301.
FL	NOTE:	Ongoing activity from the Accountability Act of 1971. Contact: Mr. Cecil Golden, State Department of Education.
FL	NOTE:	Statewide testing program, grades K-12. Contact: Dr. James Impara, State Department of Education.

FL	NOTE:	Florida implemented a statewide assessment program in reading in 1972. Over 52,000 students in grades two and four were randomly selected to participate from the approximately 1,120 schools with a second or fourth grade. The assessment was designed to measure specific objectives selected by teachers and other educators in the state of Florida. Results of performance on the objectives are available. In 1972-73, the statewide assessment was expanded to assess student achievement of objectives in reading, writing and mathematics. A sample of students in grades three, six and nine will participate. Contact: Dr. James Impara, Administrator, Educational Accountability, State Department of Education.
FL	NOTE:	Program-Planning-Budgeting System—a cost accounting management information system (CAMIS) has been developed and is being field-tested this year. CAMIS enables school districts to collect the dollar information needed for state and federal reports. Contact: Dr. Gilbert Gentry, Chief, Bureau of District School Finance and Business Management, Division of Elementary and Secondary Education, State Department of Education.
HI	HB 2009	FAILED. Would have provided that the department of education have general charge of and responsibility for all affairs pertaining to public education and over all pupils in the public schools, authority to certify all teachers and education officers, authority to coordinate and disburse all federal aid for public education. Would have required that department establish broad educational goals and objectives with which each school council must operate; would have required department to set guidelines for equality of educational opportunity. Assigned department responsibility for basic framework for curricula, construction, teacher inservice training, evaluation of district instructional programs and activities. Defined school councils; delineated school districts; other provisions. 1971.*
HI	HR 328	FAILED. Requested the state department of education to examine and revise its methods of reporting test results administered in the public schools.

**Not previously reported.*

HI	SR 15	ADOPTED. Requests the department of education to implement the recommendations of the Senate Education Committee for the improvement of the department's planning-programming-budgeting efforts.
HI	SR 190	ADOPTED. Requests the state department of education to submit to the legislature a report of the test results by schools of the statewide standardized testing program.
HI	NOTE:	The state department of education is in the process of developing an evaluation system which further enhances educational accountability. The Accountability System for Student Educational School Services (ASSESS) identifies student variables in terms such as student achievement (STEP scores), student behaviors (absentee rates, suspension rates, dropout rates, VD rates, etc.) and student attitudes (toward learning, services to others, science and technology, etc.). School variables are identified in terms such as expenditures per pupil, class size, teacher educational levels, attitudes of teachers, etc. Community variables obtained by attitudinal scales are identified in terms such as support for education in general, satisfaction with the school a family's child attends, geographical mobility, etc. Multiple regression analysis is being used to determine the effects of school variables and community variables on student variables. Preliminary examination indicates the potential of attitudinal variables (community, teachers and students) is great. Federal support. Contact: Dr. Kellet I. Min, Director, Planning Services, Office of Research and Planning, State Department of Education.
IL	SB 1499 PA 77-1895	ENACTED. The "Illinois Educational Development Board Act." Creates a nine-member board to stimulate and encourage the establishment or expansion of exemplary and innovative public school, or joint public-private school programs by providing state grants to public schools. Emphasis to be on programs in economically depressed and culturally disadvantaged area. Contact: Dr. Paul Woods, Office of Superintendent of Public Instruction, Title III ESEA Div., 316 So. 2nd St., Springfield, Ill. 62706.
IL	SB 1548 PA 77-2191	ENACTED. Establishes the "School District Educational Effectiveness and Fiscal Responsibility Act" which allows for state grants to school districts to plan and implement financial planning, management and control programs. Grants will be made by the superintendent of public instruction and the director of the bureau of the budget with preferences to districts which will commit local funds to the projects.

IL	SB 1556 PA 77-2306	ENACTED. Directs Governor's Commission on Schools—Task Force on School Organization—Committee on School Organization to develop a definition of high-quality education and determine how to structure school districts to achieve this, etc. To report no later than Nov. 30, 1972. Contact: Larry Hansen, Office of the Superintendent of Public Instruction, 188 W. Randolph, Chicago, Ill. 60601, or John Dailey, Office of the Governor, State House, Springfield, Ill. 62706.
ID	NOTE:	The state department of education has been directed to participate in program and fiscal audits in three Idaho districts. Legislative council auditors will perform audits. Contact: James A. Defenbach, Legislative Auditor, Statehouse, Boise, Idaho 83707.
IA	COMMITTEE	School Systems and Standards Study Committee of the general assembly. Elementary and secondary levels. Contact: Ms. Diane Bolender, Legislative Service Bureau.
IA	COMMITTEE	Higher education study committee of the legislature to formulate a general policy for master plan for education for the state of Iowa. Federal and state support. Contact: Ms. JoAnn Brown, Legislative Service Bureau.
KS	HB 1699	ENACTED. Board meetings shall be open to the public and no binding action by such bodies shall be by secret ballot.
KS	SB 301	FAILED. Would have established state and local accountability programs for the purpose of identifying broad educational goals and objectives and developed a means for evaluating the achievements and performance of students. Would have established and defined the duties of a state advisory committee to assist the state board of education and authorized the board of education of each school district to sit as an educational accountability committee, subject to the state board of education. The school district would not receive state aid under the school foundation act if it failed two years in a row to achieve a national performance average on a test selected by the state board of education for the purpose of measuring achievement.
KS	SB 501 Ch 277	ENACTED. Permits any school district, as an alternative to present school accreditation procedures, to conduct a districtwide self-evaluation which, if approved by the state board of education, would serve as the sole accreditation requirement for a period of five years. Self-evaluation conducted pursuant to the act must be based on guidelines established by the state board of education. Accreditation by self-evaluation is authorized on a districtwide basis only, not on the basis of individual schools or programs.

KS	NOTE:	Special Committee on Education Master Planning final report available on request after December 1972 from Kansas Legislative Research Department.
KY	HB 96	FAILED. Would have required open meetings of school boards and other public bodies.
KY	HB 349 HB 140	FAILED. Would have required all meetings of bodies of state government and its subdivisions to be open, with certain exceptions.
KY	HB 418	ENACTED. Requires school systems in counties over 300,000 to hire professional consultants to conduct fiscal analyses and publish results; allows these counties to exceed maximum tax rate by ¼ of 1 per cent for two years only; requires the first $600,000 of the revenue to go to a school district with a deficit prior to July 1, 1971; authorizes districts in these counties to provide special programs and services to particular areas of the district in a reasonable attempt to equalize educational programs.
KY	SB 272	FAILED. To require that all meetings of bodies of state government and its subdivisions be open meetings.
KY	SJR 44	ADOPTED. Directs the Legislative Research Commission to study comprehensively all state education systems as to inhibition of effectiveness by lack of common goals and coordination, creates the Interim Study Commission on Educational Organization and defines its membership; requires the commission to receive and study such research report and make recommendations to the 1974 general assembly.
KY	NOTE:	A study of all facets of state's foundation program for education is currently in progress; community groups are being involved in present phase; report is to be issued prior to 1974 session of the general assembly. Grades K-12. Contact: Mr. James Melton, Assistant Superintendent, Kentucky Department of Education, Frankfort, Ky. 40601.
LA	HB 449 ACT 536	ENACTED. Creates state education study commission to prepare a master education plan for the state to include all phases of education.
MD	HB 995	FAILED. Would have provided for the state assumption of full funding for all public schools in Maryland; for additional local governance, assessment and evaluation of the achievements of the public schools and generally related to public education and revenue and taxes in the state.

MD	HB 1265	FAILED. Would have provided for a program of educational accountability for the public schools of Maryland.
MD	HR 152	ADOPTED. To request the state department of education to report on the implementation of reading improvement programs in the public schools.
MD	SB 166 Ch 359	ENACTED. To provide for a program of educational accountability for the public schools of Maryland. The purposes of this act are to provide for the establishment of educational accountability in the public education system of Maryland, to assure that educational programs operated in the public schools of Maryland lead to the attainment of established objectives for education, to provide information for accurate analysis of the costs associated with public education programs and to provide information for an analysis of the differential effectiveness of instructional programs. First report due January 1975.
MD	SJR 70	FAILED. Would have directed the state board of education to review, determine and provide effective evaluation standards for the public schools of Maryland.
MD	PROJECT	Comprehensive Educational Manpower Information System. A project involving three surveys of the state education agency, three local education agencies and teacher education institutions to determine the need for and feasibility of developing such a system. The study will look at information needs for planning, program management and evaluation related needs for planning, program management and evaluation related to manpower utilization. All levels. Federal and state support. Contact: Mr. Leonard D. Garlick, Staff Specialist III, Management Information Systems, DREIS, State Department of Education.
MD	PROJECT	The collection, analyses and dissemination of actuarial, sociodemographic and other data descriptive of all Maryland high school graduates in their post-high school environment. Postsecondary level. Federal and state support. Contact: Marinus A. Kip, Coordinator, RCU, DREIS, State Department of Education.
MD	STUDY	A study to validate goals of public education and to assess educational needs in the state of Maryland. Federal and state support. More than 20,000 citizens of the state were contacted to: (1) validate goals of public education, (2) further their perceptions regarding the extent to which these goals were achieved, (3) establish critical educational needs on the basis of (1) and (2), and (4) gather their perceptions regarding different school processes and issues in education. Data were gathered primarily through a mailed questionnaire. Contact: Dr. Mohammad A. Shami, Consultant in Research and Instruction, State Department of Education.

MD NOTE: Criterion-referenced tests have been developed to test functional reading ability of 12-year-old students, 15-year old students and 18-year-old students; were administered statewide in January 1973. Grades 6, 10 and 12. State support. Contact: Dr. Richard M. Petre, Consultant in Reading, State Department of Education.

MD NOTE: A task force developed a very comprehensive and complete statement of guidelines for accountability, addressing responsibilities at five organizational levels. While considered too extensive and intricate for immediate application, the guidelines will be used as a reference document in implementing state accountability legislation. State support. Contact: Irving W. Herrick, Coordinator of Planning, State Department of Education.

MD NOTE: A statistical handbook, "Facts about Maryland Public Education," published to provide a convenient reference for persons interested in facts about Maryland schools, is available. Covers prekindergarten through adult education. Contact: Miss R. Christine Hogan, Assistant Director, Statistical Services, State Department of Education.

MD NOTE: Overall and continuing involvement in evaluation of statewide Title III projects. Prekindergarten through grade 12. Federal support. Contact: Dr. M. Adele Mitzel, Consultant in Evaluation, State Department of Education.

MD NOTE: State department of education has developed budget-building procedures to support and facilitate management-by-objectives planning. The procedures yield both a program-oriented budget document for in-house management and a line item budget document as required by state fiscal authorities and the legislature. Through application, planning is more thorough and the resultant budget request more defensible. Contact: Allen R. Gaddis, Office of Administrative Services, State Department of Education.

MA Ch 354 ENACTED. Provided for the establishment of an educational opportunities information center by the board of higher education.

MA S 473 FAILED. Would have established in the department of education a commission of standardization to institute standard testing procedures for the grade levels of the public schools in the Commonwealth. 1971.*

**Not previously reported.*

MI	PROJECT	Instructional Program Planning and Evaluation System in Jackson Public Schools. Experimental and demonstration project in which the director will establish a systems-analytic, accountability evaluation model consisting of (1) developing and writing behavioral objectives, (2) identification of instructional programs (K-12), (3) developing a monitoring control system, (4) evaluation of instructional programs and (5) developing a cost accounting system. Project Director: Dr. Richard Paul Cook, 290 W. Michigan Ave., Jackson, Mich. 49201.
MI	NOTE:	State department of education has published booklets: (1) "A Position Statement on Educational Accountability"; and (2) "The Common Goals of Michigan Education."
MN	Ch 31	ENACTED. Created a council on quality education with 17 members appointed as follows: one by the education association, one by the federation of teachers, one by the school board association, one by the advisory council for vocational education, one by the state college board, one by the state junior college board, one by the private college council, one by the regents of the University of Minnesota; and eight members, one from each congressional district and one at large, to be appointed by the governor, none of whom shall be officers, employees or board members of state educational institutions, department, agencies or boards. The purpose of the council on quality education is to encourage, promote and aid such research and development in elementary and secondary schools, to evaluate the results of such programs and disseminate information about same throughout the state. 1971.*
MS	HB 904	ENACTED. To provide for revenue sharing between school districts in certain counties in order to equalize educational opportunities within such counties and for related purposes.
MO	HB 82	FAILED. A proposal to provide for open meetings of public governmental bodies, with exceptions.
MO	SB 1 HB 101	FAILED. To require meetings of all public governmental bodies to be open to the public except those involving juries, security matters, litigation, legitimacy, illegitmacy, adoption, mental health, physical health, scholastic graduation, public subsidy determination or filed taxation statements of a particular individual. "In all other cases closed meetings may be used only for the purpose of discussion."

**Not previously reported.*

MT	NOTE:	Article X in Montana's new (1972) constitution guarantees equality of educational opportunity to each person of the state, enumerates sources of public school fund and declares it inviolate; adds secondary school districts as recipients of "equitably apportioned" income from public school fund; retains prohibition of aid to sectarian schools; reorganizes educational governance and administration; establishes a board of regents for higher education; makes other provisions.
NB	LB 1268	ENACTED. Provides that regular and special meetings of the board of education of Class V districts be subject to the open meeting law.
NB	LB 1326	FAILED. Would have developed an educational accountability program in the state department of education.
NV	NOTE:	The Nevada State Department of Education has published statewide educational goals as approved by the Nevada State Board of Education. An assessment program was begun in 1971 with the use of a statewide testing program and the department has been using management by objectives for two years.
NJ	S 521	CARRYOVER TO 1973. Establishes a 16-member permanent commission on the public schools, prescribes its duties and powers; appropriates $150,000; inoperative unless and until the "Public School Financing Act" (S 522) is enacted (was withdrawn).
NJ	A 822	CARRYOVER TO 1973. Requires uniform statewide tests and examinations of achievement in reading and mathematics and such other tests prescribed by the state board of education.
NJ	NOTE:	Commissioner of education empowered by executive order to conduct statewide testing programs, program assessment. Contact: Dr. Edward L. Kilpatrick, Acting Commissioner of Education, State Department of Education.
NY	PROJECT	Performance Indicators in Education: completed project produced individual score reports for 628 districts' performance in basic skills in grades three and six. Performance reports included predicted score by district computed from district characteristics and resources. Federal ESEA-V and state support. Contact: Dr. David Irvine, Chief, Bureau of School Programs Evaluation, State Department of Education.

OH	HB 475	ENACTED. Education review committee composed of members of the general assembly was created to review the administration of higher, elementary and secondary education and to oversee the conduct of a higher education comprehensive management improvement program of the Ohio Board of Regents. 1971.*
OH	NOTE:	Ohio's "Search for Consensus" is designed to carry out the accountability mandate of the Ohio General Assembly. Phase I was used to determine citizens' opinions of educational issues. More than 56,000 opinionnaires and 12,500 written recommendations were completed at local citizen seminars in over 95 per cent of Ohio's school districts. In Phase II these and recommendations from other studies have been used in the formulation of state educational goals. As the goals are being refined, an accountability model is being developed which is to be field-tested during the spring of 1973. In June 1973 the department is to report to the general assembly its recommendations for "complete implementation and accountability system." Grades K-12. State funding. Contact: Roger Lulow, Director, Division of Planning and Evaluation, State Department of Education.
OH	NOTE:	State department of education and auditor of state will adapt program-planning-budgeting-evaluation systems to needs of Ohio schools. Contact: Robert Milliser, Auditor of State Office, State House, Columbus, Ohio 43215.
OK	HB 1592 SB 139	FAILED. Oklahoma Educational Accountability Act of 1972. Would have instituted an accountability program which began with the assessment of local needs and the definition of goals and objectives by each local education agency, in cooperation with the state department of education, in order that the public schools of Oklahoma could improve the quality of education and expand the life opportunities and options of the students of this state; would have provided assistance to local school boards in helping their school patrons to determine the degree to which their program objectives have been attained. Provided for evaluation, made other detailed provisions.
OK	PROJECT	Thirty-eight teachers in Minco, El Reno and Yukon are participating in "A Road to Accountability" (ARTA) in which teachers can be paid up to $2,000 in incentive pay if their students attain levels of achievement that exceed expectations. Objectives include (1) cognitive development—achievement that exceeds average gains; (2) attendance—increased daily attendance over previous year; (3) attrition—reduction of class attrition; (4) affective development—improvement in self-esteem; (5) idiographic characteristics of learners—focusing on values, self-concept, attitudes, adaptation of learning approaches; and (6) parental conferences—individualizing activities for cognitive and affective gains. Grades 2, 5, 8 and 10. Federal Title III ESEA support. Contact: Raymond E. Roblyer, Minco Public Schools, Minco, Okla. 73059.

**Not previously reported.*

OK	PROJECT	The Oklahoma State Department of Education is conducting a statewide needs assessment to assure a broad-base input from the citizens in establishing educational goals for Oklahoma. The needs assessment design included developing an instrument to serve as a basis to interview individuals to obtain information regarding their attitude toward educational issues. A stratified random sample technique was utilized to assure appropriate distribution of the sample among the various publics in all regions of the state. Graduate college students were employed to conduct the individual interviews and complete the questionnaires. The data from the questionnaires was analyzed by computer processing. The composite report from the computer provided direction for establishing educational goals in Oklahoma. K-12 through adult education. Federal Title III ESEA support. Contact: Dr. James Casey, Coordinator, Planning, Research and Evaluation, Oklahoma State Department of Education.
PA	HB 102	ADOPTED. Authorized the House Committee on Education to acquire reliable data on the extent of reading deficiency among children and adults in the Commonwealth, such data to be used in formulating recommendations for legislation to cope with the problem. 1971.*
PA	HB 2574	FAILED. Statewide educational goals. Would have created a career education commission to oversee efforts of the state department of education to implement the goals of education. Goals of education are stated as: to make educational matter more meaningful by focusing around career development themes; to provide services for placing every person in the next step in his development; to incorporate greater use of community resources into the educational system; and to increase the educational and occupational options available to all persons.
PA	HR 88	ADOPTED. Assessment programs: authorizing the House Committee on Education to hold hearings in the various school districts of the Commonwealth to ascertain the capacity and will of the districts to use state and local moneys efficiently and for appropriate purposes. 1971.*
PA	COMMISSION	Citizen's Commission on Basic Education—created to conduct a comprehensive survey of basic education in Pennsylvania, including commission hearings; prepare recommendations for improvement of education; report findings of the survey and make recommendations to the governor and general assembly.

**Not previously reported.*

PA NOTE: Statewide assessment of adequacy of educational programs offered by the public schools of the Commonwealth. Schools have been tested yearly since 1970 on their standing on 10 broad-based goals of education. Although the program is mandated, participation thus far has been on a voluntary, first-come, first-served basis. Assessment batteries have been developed to give schools their state standing and relationship to schools operating under a similar set of circumstances. The assessment program is currently available for four different kinds of schools—elementary, middle, junior high and senior high—and includes a longitudinal study. The assessment program is planned to continue until all school districts are served and those wishing re-testing after instituting remedial or innovative programs can be accomodated. Grades, 5, 7, 9 and 11. Federal and state support. Contact: Dr. Thomas E. Kendig, Director, Bureau of Educational Quality Assessment, State Department of Education.

PA NOTE: Evaluation of Title I and Title III projects serves two purposes. It furnishes statistical data for assessing the impact of Title I expenditures on educational deprivation in the Commonwealth and is the kind of data required by USOE. There are also educational outcomes achieved through Title I projects which add to the total knowledge and understanding of educational deprivation and how to best deal with it. Evaluation of federal programs consists largely of determining the extent to which the objectives of the projects are realized. This determination is made by the people who conduct the programs and by teams of outside evaluators. The responsibility of the division of evaluation consists of collecting the self-evaluation and organizing teams to make independent judgment of the extent to which the objectives of each project are being achieved. Elementary and secondary levels. Federal support. Contact: (for Title I) Kenneth J. Adams, Bureau of Curriculum Development and Evaluation, State Department of Education; and (for Title III), Miles Miscevich, Bureau of Curriculum Development and Evaluation, State Department of Education.

PA NOTE: The approval of secondary school programs is an assigned responsibility of the division of evaluation, bureau of curriculum development and evaluation. The authorization for this assignment is derived from the general curriculum regulations of the state board of education. Evaluation is accomplished in two phases: a self-evaluation by the secondary school staff and an on-site visit by an evaluation team. The self-evaluation is designed to involve all the departments of the school. The on-site evaluation is conducted by a team assigned by the state department of education and is concerned with the total school program. For schools meeting or surpassing the standards of approval, a certificate of approval is awarded by the secretary of education. If a school is operating a program which is deficient in certain areas and does not meet the standards for approval, notification of conditional approval is given. Schools receiving conditional approval have the responsibility to make the necessary improvement during the following school year. A program approval certificate will be awarded to schools with conditional approval after a follow-up visit by an evaluation team determines that the school is meeting the standards. Schools that do not show necessary improvements after one year are reported to the commissioner for basic education for his action. Grades 7-12. State support. Contact: Mr. Joseph L. Hojak, Bureau of Curriculum Development and Evaluation, State Department of Education.

PA NOTE: Elementary faculty self-study is a voluntary decision by a school district. Schools are encouraged to undertake such programs by the department of education through publicity which emphasizes the values inherent in them. Close supervision and direction are essential if their values are to be realized fully. A self-study is a two-year program. It must be preceded by organizational planning and decisionmaking. The extent of planning will vary, but typically will include the following: (1) orientation of administration to self-study procedures; (2) preparation of an administrative plan including budget estimates and time allotments; (3) acceptance of the plan by the staff (teachers) who will be involved; (4) adoption of a supporting resolution by board of school directors; (5) selection and organization of committees; and (6) procurement of materials. Activity during the first year can be centered most profitably around inservice training of all involved personnel directed toward the development of philosophy and objectives. Application of the evaluative criteria and the preparation of a report are the activities to be performed in the second year. Schools may engage in either the elementary or the secondary self-study, or they may attempt both at the same time. State support. Contact: Dr. Harris Reynolds, Bureau of Curriculum Development and Evaluation, State Department of Education.

RI S 3236A ENACTED. Required school committees and state board of regents to publish notice of each public meeting, including the agenda, at a reasonable time beforehand. Executive meetings are restricted to personal matters.

SD	HCR 511	ADOPTED. Indicates that education is the most important function that government can provide for its citizens. It further indicates that public education is a state responsibility and local districts are responsible to develop programs which best fit the needs and interests of their students and that involvement of our people is the key to the democratic process. Students, teachers, administrators, parents and other community members are being given the opportunity to meet together for the purpose of developing educational goals for the public schools in their communities. Local school districts are encouraged to meet with students, teachers, administrators, parents and other community leaders for the purpose of determining philosophy, goals, program objectives and priorities for their public schools. A board of education of any school district is encouraged to keep and maintain current records, showing the number of certified employee and student hours involved in such meetings and the specific objectives and results of the meeting. Booklet, "A Public Involvement Plan for South Dakota School Districts," has been printed by state department of education.
TN	HB 1760 SB 1566	FAILED. Provides for statewide referendum on question of providing equal opportunity for equality education for all children, regardless of race, color or residence, and opposes return to dual system.
TX	SR 1446	ADOPTED. Creates an interim committee to study urban education in Texas including: (1) the relationship of urban school districts to the present method of financing the foundation school program; (2) problems involved in financing at the local level; (3) development of a special credit to reflect the degree of difficulty involved in education in the central city, to replace the maximum tax credit under the foundation program; (4) experimental educational programs designed to improve education of minority children in urban areas; (5) problems such as racial balance, transportation and other social issues which affect education in major cities; and (6) any other matter related to the problems of education in an urban environment. Report to the 1973 legislature.
TX	PROJECT	Turnkeyed Taft Reading Program—Taft Independent School District contracted with Education Turnkey Systems, Inc. to compare the cost-effectiveness of the Turnkey reading program and the Alpha reading program. The findings indicated that though the cost per pupil of the Turnkey reading program was greater than that of the Alpha reading program, the cost per unit of achievement of the Turnkey reading program was less than that of the Alpha reading program. Grades 1, 2, 3, 7, 8, 9. Federal support. Contact: Ernest Chambers, Director, Planning Resources, Texas Education Agency.

TX PROJECT Texas Achievement Appraisal Study—an assessment of approximately 70,000 high school seniors concerning their academic preparedness for success in typical college work related to English, mathematics, social studies and natural sciences; plans and aspirations as to what to do after graduation and evaluation of their high school curriculum and other high school experiences. These statewide data were analyzed by the ethnic and socioeconomic characteristics of the 1971 seniors and reported to the Education Service Centers and participating school districts. In addition, these data were reported on a regional and district basis. Federal support. Contact: Dr. Walter Howard, Director, Division of Program Planning and Needs Assessment, Office of Planning, Texas Education Agency. 1971.*

TX PROJECT Texas Assessment of Reading and Mathematics—a study of approximately 22,000 sixth grade students who were selected to take a criterion-referenced test in reading and mathematics. Their test scores were analyzed according to the following characteristics: sex, ethnicity, size and type of community, funding source (Title I/non-Title I) educational emphasis in their homes and self-perception in reading and mathematics. Individual and group reports were sent to the participating schools, regional reports to the ESCs, and statewide reports were sent to all ESCs and LEAs which participated in the study. Federal support. Contact: Dr. Walter Howard, Director, Division of Program Planning and Needs Assessment Office of Planning, Texas Education Agency. 1971.*

TX PROJECT Data collection instruments for the programs funded through ESEA, Title I, are in the planning stages. These instruments are being designed to collect data which could measure more accurately cost-effectiveness/accountability. Grades K-12. Federal support. Contact: Andrew T. Nutt, Director, Division of Evaluation, Texas Education Agency.

TX NOTE: In order that the state board of education may achieve its responsibility for evaluating educational programs and to facilitate the attainment of the goals for public school education, recommendations have been made: that funds be provided for the development and testing of planning and evaluation models which will provide validated bases for educational accountability at the local, regional and state levels; and that the state board of education be authorized to develop the policies and procedures for implementing planning and evaluation models.

TX NOTE: The Elementary School Survey of 1971 is currently being analyzed in conjunction with the 1971 CPIR to produce some estimated cost-effectiveness measures. Grades 2, 4, 6. Federal and state support. Contact: Andrew T. Nutt, Director, Division of Evaluation, Texas Education Agency.

**Not previously reported.*

WV	NOTE:	Inspired by its involvement in the Mid-Atlantic Interstate Project, the West Virginia State Department of Education developed and is in the process of pilot-testing an accountability model. This accountability model will utilize multiple-regression analysis in conjunction with the state-county testing program in making an assessment of school effectiveness. The model will attempt to identify and determine the effect of school-related and non-school-related variables which affect student achievement. Since all schools do not have the same school-related and non-school-related characteristics affecting them, each school's performance will only be compared to other schools operating under similar conditions. Statewide learner-oriented goals are also being developed utilizing the Delphi technique and the involvement of lay citizens, educators and students. These goals will eventually be incorporated into the aforementioned accountability model and provide the general direction for the total effort. Pilot Study, 6th grade. State and federal support. Contact: Assistant Superintendent, Bureau of Planning, Research and Evaluation, State Department of Education.
WI	Ch 125	ENACTED. A requirement that the state superintendent establish a pilot program on evaluating and assessing the effectiveness and efficiency of local school districts. This may include teacher evaluation approaches.
WI	PROJECT	Program-planning-budgeting-systems study and pilot projects among selected school districts in Wisconsin. K-12. State support. Contact: Mr. Alan Kingston, Assistant State Superintendent, State Department of Public Instruction.
WI	NOTE:	A study of the education goals for the state of Wisconsin is being conducted under the department of public instruction. Grades K-12 state support. Contact Dr. Roberta Ray, Department of Public Instruction.
WY	PROJECT	Financial accounting program—an experimental program in six school districts in the state. State and local support. Grades K-12. Contact: Dr. Mark Fox, State Department of Education.
WY	PROJECT	Needs Assessment Program. K-12. Federal funding. Contact: Mr. James Headlee, Department of Educational Administration, University of Wyoming, Laramie, Wyo. 82070.

APPENDIX

SURVEY INSTRUMENT

The survey instrument for collecting information to be used in this and forthcoming research briefs on education legislation and achievements in the states for 1972 was released in seven two-page parts in a single mailing to state departments of education, legislative councils, state offices of the National School Boards Association, state offices of the National Education Association and state offices of the National Education Association and state offices (where existent) of the American Federation of Teachers. The sample on the following page is a composite diagram showing the general format.

Page 1 of the form asked for information on passed or proposed legislation; page 2 asked for information on projects, commissions and studies. The seven topics were listed as follows:

ACCOUNTABILITY/ASSESSMENT, including but not limited to Statewide Education Goals, Assessment Programs, Statewide Testing Programs, Management by Objectives, Program-Planning-Budgeting Systems, and Community/School Advisory Programs.

DRUG EDUCATION, including but not limited to Teacher Training Programs, Community Involvement Programs, and Student Programs.

GOVERNANCE, including but not limited to Collective Bargaining, Teacher Tenure, Teacher Aides/Paraprofessionals, Differentiated Staffing, Teacher Evaluation Programs, School District Reorganization, and Changes in State Board Structure, Regents, Higher Education, etc.

INNER CITY TEACHING, including but not limited to Inservice Training, Higher Education Programs, On-the-Job Training, and Special Salary Schedules.

PERFORMANCE CONTRACTING, including but not limited to Private/Profit Groups, Teacher Organizations, Fixed Price Contracts, Turnkey Contracts, Remedial or Special Programs, and Adult/Vocational Programs.

VOUCHER EDUCATION, including but not limited to Statewide Programs, Pilot/Demonstration Programs, Private/Parochial Schools, Tax Credit Plans, and Direct Payment Plans.

YEAR-ROUND SCHOOLS, including but not limited to Extended School Year, Changes in Attendance Legislation, and Four-Day School Week.

Future Research Briefs will cover all of the areas listed above, but not necessarily in those groupings.

SURVEY OF THE STATES

EDUCATION COMMISSION OF THE STATES . . . 1860 Lincoln . . . Suite 300 . . . Denver, Colorado 80203 . . . Education Legislation Survey
Department of Research and Information Services October 1972

STATE _____

Page 1 of 2-part form

INSTRUCTIONS: Please list any legislation which was either passed or proposed in the area of (see list, preceding page) or a related subtopic since September 1971. Use reverse side and/or additional pages as necessary.

TOPICS: (See list, preceding page)

_____

_____

BRIEF DESCRIPTION OF LEGISLATION	NUMBER OF BILL OR STATUTE CITATION Please enclose copies if possible

Page 2 of 2-part form

INSTRUCTIONS: Please list any projects, commissions or studies which are under way or have been completed in the area of (see list, preceding page) or a related subtopic since September 1971. Use reverse side and/or additional pages as necessary.

TOPICS: (See list, preceding page)

_____

_____

BRIEF DESCRIPTION OF PROJECT, COMMISSION OR STUDY	EDUCATION LEVEL	FUNDING SUPPORT (Federal, State, Local, Foundation)	NAME AND ADDRESS of Person to Be Contacted for Additional Information

STATE EDUCATION AGENCIES

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STATE ABBREVIATIONS

AL	Alabama	MT	Montana
AK	Alaska	NB	Nebraska
AZ	Arizona	NV	Nevada
AR	Arkansas	NH	New Hampshire
CA	California	NJ	New Jersey
CO	Colorado	NM	New Mexico
CT	Connecticut	NY	New York
DE	Delaware	NC	North Carolina
FL	Florida	ND	North Dakota
GA	Georgia	OH	Ohio
HI	Hawaii	OK	Oklahoma
ID	Idaho	OR	Oregon
IL	Illinois	PA	Pennsylvania
IN	Indiana	RI	Rhode Island
IA	Iowa	SC	South Carolina
KS	Kansas	SD	South Dakota
KY	Kentucky	TN	Tennessee
LA	Louisiana	TX	Texas
ME	Maine	UT	Utah
MD	Maryland	VT	Vermont
MA	Massachusetts	VA	Virginia
MI	Michigan	WA	Washington
MN	Minnesota	WV	West Virginia
MS	Mississippi	WI	Wisconsin
MO	Missouri	WY	Wyoming

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